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ABSTRACT

This resource booklet explains a multidisciplinary approach to environmental education for the intermediate grades. Its major aim is to make the student aware of what is happening around him as well as being aware of what he is doing to his own surroundings. A three-stage program was utilized consisting of a cooperative learning project aided by an innovative seating arrangement, a study of peoples in other societies, and a "closed week" in the classroom. Each phase is described, with major emphasis on the closed week, designed to simulate Spaceship Earth. A timetable for the first through fifth days of this experiment is compiled together with supplies and equipment available in the classroom, and an explanation of the follow-up activities and evaluation. (BL)

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AN APPROACH TO ENVIRONMENTAL EDUCATION: A THREE-STAGE PROGRAM

for intermediate grades

Ken Taylor

Sedro-Woolley Project Report No. 9
November 1971
U.S.O.E. Project No. 0-0848
Grant No. OEG-0-70-5039

Huxley College of Environmental Studies
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TO THE TEACHER:

Presented here are ideas for multidisciplinary environmental education. The objectives of the ideas and methods suggested are clearly stated. The overall objective is to provide you, the teacher, with an aid in the development of your approach to teaching for and about the environment. These are not learning packages designed to be applied verbatim, but suggestions for ideas and methods that will enable you to develop learning packages. The contents of this report represent only the first treatment of the idea. It is published in this form in order that teachers may have an opportunity to experiment with it.

You will have to design your personal approach to environmental education. You are an environmental educator now, whether you realize it or not, because the environment is all around you and you are teaching about the environment that surrounds both you and your students. The state of the environment indicates that there is something wrong with the way in which you have learned to perceive and behave relative to the environment, and with the way you are teaching others to learn and behave in their environment today.

The ideas presented here are examples of ways in which you can incorporate environmentally beneficial learnings into your curriculum. The intent is not that you "add on" something specifically environmental to your curriculum, but that you incorporate environmental learnings into your treatments of the subject matter with which you have already been dealing. The specific manner in which you treat your responsibility to

educate for environmental stewardship is up to you. It is hoped that these and many other ideas will help you in your effort to understand the meaning of "environmental education" and its implications for you as a teacher and as a human organism.

The environmental education development project of which this report is a part is an ongoing one, and it is hoped that all who attempt to use the report will participate in the project by reporting the results of their efforts to the project staff. The staff will compile the ideas and methods collected. This will enable all working on the development of environmental education to share each other's work and will promote the spirit of cooperation essential to the success of any project as broad as this one.

Please report the methods and results derived from your use of this report to:

John Miles, Director
Environmental Education Project
Huxley College of Environmental Studies
Bellingham, Washington 98225

Thank you.

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AN APPROACH TO ENVIRONMENTAL EDUCATION: A THREE-STAGE PROGRAM

INTRODUCTION

There are many definitions for environmental education--everyone has his own idea as to how to define it. My own feelings are that it should be an education in awareness. A person must be aware of what is happening around him as well as being aware of what he is doing to his own surroundings. A person cannot be too critical of another's actions until he himself has become aware of the problems and is doing something to try to solve them in his own environment. Our actions in our environment and our attitudes toward it must change; it is no longer for us a matter of our rights, but becomes a matter of respect for the other fellow's rights.

The following program was undertaken in order to help my students to see the importance of this idea; it is reported here to give other teachers concerned with environmental education a chance to see what kinds of problems may face them in a trial program of this nature. In this three-part program that covered a number of weeks in the school year, students tended to reinforce with their actions the philosophy "all for me, the heck with you." There were a few exceptions, but the majority of the students did not worry too much about respecting the rights of their fellow students.

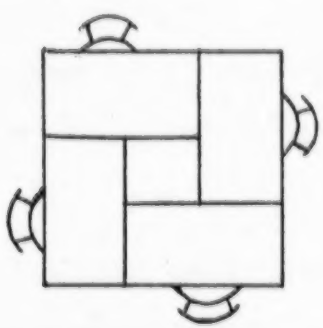
Our school is comprised of one class each of fourth, fifth, and sixth grades. There is much interaction among the three grade levels in the school's program. There is a combined reading program for the school, by ability grouping; there are ten groups, from independent to special

reading. Physical education classes are grouped, with all boys from grades four, five, and six in one class, and girls from the three grades in another. Science classes are also made up of students from all three grades. This curriculum was worked out on a three-year rotation basis. Another innovative factor in the school program that I think is an advantage is that we have no A-B-C grades. Student evaluations take a narrative form.

The experiment I will describe was set up in three stages consisting of a cooperative learning project aided by an innovative seating arrangement, a study of peoples in other societies, and a "closed week" in the classroom.

COOPERATION IN THE CLASSROOM

A new seating arrangement was adopted to try to get the students to have a feeling for the value of social cooperation. (The number of students you have may determine the type of seating arrangement you decide upon.) I placed my students into groups of fours, using the following pattern:



The particular class in which the experiment was tried was unique in that there were no strong group of class leaders. I wanted to develop more

social interaction among class members.

Assignments were given to the students as usual but I stated that I only wanted one set of answers from each group. The first assignment given took the usual amount of time to complete, the better students finishing early and the slower ones finishing late. When I asked for their work they all wanted to hand in individual assignments. We then discussed again what was expected--one set of answers from each group.

The second day one of the groups asked if they could share the work, with each student doing only a part of the assignment, and combine the result for their finished project. This was the goal I had set. This group finished well ahead of the others. The word got around, and soon students were cooperating within their own units and getting assignments done much quicker.

They did run into a problem--they divided the work evenly and none wanted to do more than his assigned part. The quicker students would get upset with the slower ones. The groups never reached the point where everyone helped everyone else. (Class discussion of the concept of cooperation could take place here to avoid having one or two people carry the load in each group.)

Through selective grouping a teacher can arrange groups that are likely to work well together. Personality conflicts may arise, but these are problems the students must learn to solve for themselves. The noise level in the room will rise with this group structure, but it is pretty easy to tell what the noise is about.

SOCIAL STUDIES PROJECT

The second stage of the program was presented in a social studies context and was meant to develop the concept "living things are interdependent with one another and their environment."

Almost any social studies text can be used for employing this idea. I selected various pictures from the text and other sources showing people living in different locales around the world. These pictures can raise many questions; for example:

1. What would life be like in this area?
2. How does man make a living here?
3. Why are there so many different kinds of dwelling places?
4. Do the resources of this region affect the way people live?

Answers will run in many directions. After some discussion the students are channeled toward the economics of a given area, then of the world.

There are two main ideas that these preliminary questions and discussions can lead up to: the earth's agricultural resources must feed its people, and its other natural resources must meet other needs of the people, such as shelter and clothing, as well as their desires. Then the teacher poses the question "what happens when the resource supply diminishes and the population goes on increasing?" There are two directions the answers can take: population control and resource conservation, or a combination of both. This question leads to the third and most important part of the project, which puts into practice some of the ideas discussed up to this point.

"CLOSED WEEK"

I had decided to elaborate on the concept of the earth's limited resources by having a "closed week" in which the students would remain in the room from morning bell until the end of the day each day for a week. The students were to bring their lunches and eat them there in the room. The only time they would be allowed to leave the room was for lavatory breaks.

The idea came from the metaphor "Spaceship Earth." The room was to be our spaceship, and our limited supply of resources in the room was to represent the finite resources of planet Earth.

There was very little structure during this week. Daily assignments were put on the board and the students were required to hand in their work at the end of each day, but they could work on assignments at any time during the day in any order they wished. I had no idea how the students would react to this program. I was curious to see how the different students would function in an unstructured classroom situation.

We did set down some ground rules before we began, because there were other classes in the building, and we did not want to disrupt them with our activities. Rules were:

1. The custodian will not be in this week.
2. Noise level must be held down because of other classes.
3. Lunch can be eaten at any time during the day, but those taking milk will have to pick it up during the regular school lunch hour.
4. Students must use earphones to listen to the record player, except during regular recess time.

5. Assignments are due at the end of each day.
6. Lavatory will be the only excuse to go out of the room.
7. Garbage cannot be taken out (except for milk cartons).

Other ground rules could have been set, but I wanted very little structure during the week. Following is a list of supplies and equipment that were provided for the students during that week. Nothing was replenished during the week except two #10 tin cans of water used for painting (and later I wished I had not allowed this either).

Supplies and Equipment

1. The usual supply of textbooks, pencils, and writing paper.
2. A limited supply of drawing paper.
3. Supplemental texts and workbooks.
4. SRA spelling lab.
5. SRA reading lab.
6. Time-Life science series library books.
7. Puzzles, worksheets, and color pages.
8. Classic comics.
9. Microscope and slides.
10. Pulleys, weights, string, scale.
11. Pictures (snapshots) on clipboards.
12. Twenty pieces of 1" x 12" balsa wood.
13. Glue.
14. Wood burning set.
15. Small gasoline engine.
16. Tool box.
17. Coping saw.

18. Vinegar.
19. Soda.
20. Crayons.
21. Styrofoam.
22. Tempera paints (primary colors, black, and white only).
23. Tape recorder.
24. Record player.
25. Earphones.
26. Sandpaper.
27. Bean seeds.
28. Dirt.
29. Paper cups.
30. Games (four different kinds).
31. Filmstrips and projector.

Timetable

Two hours actual work time was to be given on Monday to completing actual work assignments, with three hours each day the remainder of the week. At what time they did this work was up to them; the rest of the time was theirs to do as they pleased.

First Day

The students were allowed to move their desks to any location they wanted. There was one group that clustered around the record player (12 sets of earphones are available), and other groups scattered around the room. The first day the morning went pretty well according to the established classroom pattern. The students went right to work to get their assignments done.

They had not yet broken from the structure they were used to.

It was interesting to note "lunch time" the first day. Some students snacked early in the day but when regular lunch time came, all students had their lunch.

By the time lunch was over most had their assignments finished. I gave them new material to do during this week but even with this they did not come up and ask for help or direction. (I do not know why this was so, because under the regular structured program this same group is not reluctant to ask for help.) Accuracy in their work during this week was not good, either.

By mid-afternoon, clutter had begun to collect but no one seemed concerned enough to clean it up. (It apparently bothered me more than it did them.) Many students had brought pop in their lunches and the cans were added to our accumulating trash to give them an idea of how much garbage can collect in five days with a group of only 30 people.

Also on the first day some of the materials began to run short. Two boys had appropriated all of the balsa wood and would not share with anyone else. Those monopolizing the record player would not let anyone else use it. These students even detached the earphones and carried them around with them so it would be impossible for anyone else to use the equipment. As some of the supplies began to dwindle people became more "stingy" and hoarded even more.

The importance of physical activity was also brought out during the first day. The students were beginning to get restless even though they could get up and walk about the room. Many of them wanted to play tag and race around in the room.

Second Day

The assignments were given first thing in the morning, but that day many students waited until afternoon to begin and found they were short on time. Many incomplete assignments came in.

The record player seemed to be the most important item in the room.* Many listened to it while they worked on assignments; others just listened. (When students tried to talk to each other while wearing the earphones, they almost had to yell because they couldn't hear themselves talking. This is one of the incidents none of the students mentioned in their diaries of the week; their noise toleration level is much greater than mine.)

Increased physical activity was again one of the very noticeable aspects of the second day. Some of the kids began chasing each other; at the same time there were a few students trying to do their assignments. The children running and chasing were not at all concerned about anyone else. Some students did mention this fact in their diaries--that it bothered them to have other people running around and making noise--while others didn't seem bothered at all.

*I wish I had had access to a TV during the week to see what kind of a role it would have played in their daily plan.

Third Day

A goal I set for this day was to encourage the students to increase their self-discipline. For one of the assignments I gave, there was only one set of questions available. Many of the students did not start working on their daily assignment until the last hours at school. When they could not get to the questions there was quite a panic. They did try to help one another at this point, but still there were many assignments incomplete on that day. The accuracy of their work was quite poor. Only four of the 31 students completed all their assignments during this day, and these were the ones that started working early in the day.

Many of the students were satisfied to put anything down on paper, just to have something to hand in. Pride in their work seemed completely missing.

Listening to the record player and physical activity were again the popular pursuits.

Fourth Day

By Thursday, the room was beginning to be terribly cluttered. This did not seem to bother the students enough to encourage cleaning it up. (The clutter was noted in many of the diaries; many students were aware of the mess, but the majority took no steps to clean it up. There were three girls that cleaned up the first and second days; I asked them to leave it after that, just to see if anyone else would assume the task. No one did.)

At this point, many of the games and puzzles had missing parts. People who played with them would not take the time to put anything away. This was one of the patterns that recurred all week.

The students became even more physical in their activities. They began playing keep-away. Again, they did not show any concern about those few that were not playing and did not want to play. The "keep-awayers" kept bumping into the chairs of those working at their desks. I'm not sure whether they were trying to stir up a squabble, or whether they just didn't worry about "the other guy."

Fifth Day

The final day showed some changes in behavior. This was the first day students did not play the record player. Assignments were better, although some were still incomplete. I don't know whether this was due to the kids' relief at knowing they were finishing the experiment, or that the novelty had worn off, but even the physical activity was less.

We cleaned up the room at the end of the day and in the process found many of the "lost" items of the week.

I had the students turn in their diaries of "closed week" without putting their names on them in hopes they would feel free to say what they wanted to. They then wrote summaries of these diaries (see Appendix).

Follow-Up

At the beginning of the next week we followed up "closed week" with a discussion. One of the questions was, "Why do we litter?" to which a response was "We are used to someone else cleaning it up." It did not seem to bother any of them that they made a mess because "someone" will clean it up. What can we do to change this attitude and to make students aware of the various kinds of costs involved in someone else's cleaning up after us? If they do not have the personal pride to keep their own environment looking nice, how can we encourage them to develop it? How can we make them aware of the potential of recycling programs?

Approximately two weeks after their closed week, we had a school cleanup, starting in the classrooms. When the students heard about the cleanup, they wanted immediately to clean up the town; they were not too excited about cleaning up their own room. How do we educate them to know that "home" is pretty important too, and that it is where we must start in any process of "cleaning up"?

Another question was: "Why were so many assignments incomplete?" An answer was that "Some of the kids wanted to do their work but others made so much noise they could not concentrate on what they were doing." This reflects a lack of consideration for others that extends beyond the microcosm of the classroom to society in general. Is another implication "get the job done as fast as possible--any way--whether right or wrong"? We live in a fast-moving age; what determines our goals?

Many questions like these cannot be answered with only one simple answer, but by developing responsible attitudes and increasing our awareness

of others we can perhaps find answers to the broader implications of these questions.

Finally, the students were asked "What is learning?" Consensus was "Reading a book and answering the questions." When they came up with this answer I felt terrible. They were not aware that every day is a learning experience. They will have to come to the realization that learning goes on in a great variety of situations. Maybe many of us as educators need to realize this too.

The one thing that bothered me more than anything else during this closed week was that the students seemed not to be able to invent. They wanted to bring games from home; they were unable to make up any new games and they did not want to take the time to make the necessary "props" for games they did know. This seeming inability to create really makes me uneasy. If students can't or won't create and are only content with what is done for them, how will they ever have the drive to get themselves out of a rut? Is this our fault as educators? Are we structuring them to the point where they do not know how to invent? Do we unconsciously encourage them to believe they do not have to know how? The best way for me to conclude this idea comes from an article by H. Gordon Green, in which he says:

> "Seems to me there's one reason for today's generation gap which most of us would sooner not talk about--the fact that a lad's father is no longer his teacher. Fifty years ago, when so many families lived on farms or in a small town and had to work as a team to keep warm and fed, a boy couldn't help but know his father very well. And while we used to have a saying in those days that a boy's best friend was his mother, it went without saying that a boy's best teacher was his dad.
>
> Certainly it was an education just to be with my father as he went about the day's work. True, many of the skills he taught me are pretty useless now. . . .

> But there were other lessons more lasting: like the dignity of work done with your own hands--the harder it was, the greater the satisfaction when it was done well. Most of all, he taught me a lesson that the computer and the PhDs seem to have left out of today's schooling--the meaning of responsibility and the good solid feel of having it trusted to your own shoulders. . . . Above all, he taught me the one thing which, I think, lifts man closest to God: he taught me to <u>wonder</u>.*

After observing my students for this experimental week I know what this person meant by the necessity for teaching someone how to wonder. It seemed even the "better" students who got their assignments in did not know what to do with spare time. They wanted to be told what to do. (On the other hand, the "lower" students seemed much freer in this less demanding situation. They tended toward a more creative type of activity, particularly art activities. Of course there were exceptions, but on the average, this was true.) In the weeks following, when we returned to our routine schedule, the majority of the students seemed much more at ease.

"Closed Week" leaves this question in my mind: Are we teaching pupils to memorize facts so that we can check their memories on a test--or are we teaching them to respect the rights of others, to appreciate the resources we have and use them wisely and cooperatively, to <u>seek</u> knowledge rather than have it "spoon fed" to them, and to enjoy learning?

---

*H. Gordon Green, "A Boy's Best Teacher," <u>Readers Digest</u>, June 1971, pp. 187-188.

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APPENDIX

Class Summaries from "Closed Week"

CLASS SUMMARIES

We played basketball and I did almost all of my work. We made a bowling game up. I played checkers with Mr. Taylor. Some kid and I played Keep a way. Mike and Fred and Timmy and I had a vollball game. It was a littel messey.

The first few days was pretty good. But after about wednesday I hated it. I remember the record player was on nearly all the time, until about Thursday. It was very hard to get your work done. becaus everybody was allways running around. Some of the fun things I did were playing basketball with Edies nurf ball and especialy playing keep away.

One Week of Misery and FUN

The First two days were OK because there was plenty of stuff to do like painting and working on a old lawn mower engine and ect. After ward the room seemed to begin to pile up, and it was, well it seemed like the place was crowed and the food began to start smelling and there began to be nothing for us to do because we were tired of the stuff there was to do, we did have work to do but, all the kids were running around and you couldnt get your work done. Usually nobody put back what they were doing I think this is because we are use to somebody to pick it up. I thought it was a very interesting week.

What I remember about livein week well the first few days it was really cool but then it got really messy and nobody would pickup after themselves. What I thought that was fun was when we could do anything we wanted, eat anytime we wanted. I mean there wasn't no time limit to do anything we wanted to.

What was fun was when we were playing keep away and Tanya, Debbie, Shielah and a whole bunch of us girls were playing against the boys. Listening to the record player was fun to. We would plug in the ear-phones and just sit thier and do our work.

But if we could do all over again, I would think that most of us would want to.

What I remember is the nosie and the mess. The nosie was as bad as the mess. Kids would stack up can then knock them over it made a

nosiey nosiey nosie. The mess was bad too. There was paint allover. The paint was gone in about two day but there is still some paint here and there on desks and things.

Every day the room got dirtier than the other day till it was a disasster area. There was a paint fight one day. Every body was throwing paint. The one game the kids were playing was paddlepool. Nobody even bothered to clean up.

This is about the week we were confined in our room and I could say it was like a dump. The trash was stack three feet high in the corner and the garbage cans was stuffed and when you got to go out of the room it was much better less noise and less smell. The pop cans was almost unnumerous and a lot of tricks went on too like tiring a string to the middle pop can when they in a nice big stack over someones desk and then tiring a string to their chair and when they pulled out their chair they were covered with pop cans--another was we had two pieces of wood with a cross stick on top with a string and a wait tied on the cross stick and set the cans right under it real nice like and we filled one up with pop and noone could resist it and would spring the wait and knock over the cans and spill pop all over the table. People were always playing games like tag and other thing like basket ball with a nerf ball and a paper bag and they were bowling with a baseball and tin cans. Some people made use of the tin cans like painting and other things.

We did work but most people waited about two oclock and didn't get it done. A lot of kids listened to ear phones that were pluged into the record player.

It was fun at first. But a little later the air got bad, the room seem to get smaller and paper was all over. Sometimes there was things to do But other times it seemed that they weren't fun to do any more. After a while people would run around. So people couldn't do there work.

Well it was fun the first day or two but then it got boring. I liked it because we got to do more things such as art, and a few outher things. I disliked it because we did not get to go out side at all. But then it was a little fun after all.

It was fun to bring lunches and drink pop. But it was messy and people didn't bother to clean up after themselves or it might have been very fun. Mr. Taylor had a lot of things to do after we finished our work. If you were in the room the smell didn't bother you much but when you went out and came back in it was just terrible.

The messy place

I remember what we did there were games being played while we were in here. I enjoyed some of it. The things I enjoyed was having lunch in the room, painting, doing experiments and keep a way. The games there were was basket ball bowling keep a way tag and Timmy brought a game from home. The room was a little messy in some places the garbage was pliling up like mad. There was puzzels to play with to. I put all of them together but one.

What I Remember Is

What I remember is a very noisy mess the art table was ugly looking. And it was fun as long as you had something to do. And i really remember before we cleaned up and then after we had the floor and all the garbage picked up. We played some games and put puzzles, and the record player. The first few days a lot of people then a very few people brought any.

The Week We Were Locked Up!

It was pretty good the first few days. But then after the first few days it got boring. Two more girls and me cleaned up the first and second day. Then Mr. Taylor told us not to. We had lunch in here. We played keepaway for awhile. Some boys made a basket with a paper bag and played basketball. We had Math Social Studies and English most of the time. The last day we cleaned up the room real good. Our teacher took pictures of the trash. And the pop cans stacked up. We had some earphone to listen to records with while working. At lunch we didn't use them. But it was fun. The people did not bother to clean up.

Closed Week

The week we were locked inside we had a mess a real mess part of it was fun and other was all.

The part I liked was when the room was quiet (which wasn't very much). And also when we could listen to records and play cards or some other quiet game.

The part I disliked was when kids would run around you like wild Indians while you tried to do your work. I also disliked noise and mess. That's all I can think of the rest is locked back in my mind somewhere.

Some of the things I disliked were kids playing tag, while I was trying to work. And when kids wouldn't let you play the records you

wanted to. I liked painting on wood, and listening to records on the earphone. I remember that there was a lot of trash and dirt on the floor, but no one seemed to care about it. I also noticed that it was terribly noisy.

Another thing was kids didn't care much about supplies, because they used all the paper in two days. By the last day everyone was so tired of listening to the record player, that no one hardly listened to it that day.

I remember Mr. Taylor saying that we didn't share the earphones very good. One other thing was I didn't like to hear kids knocking pop cans down.

Well it sure was sloppy. I hated it all except the games I played and the puzzles. I loved the lunches.

I had fun playing basketball and volleyball and keepaway.

I liked the records at first, then I got tired of them.

I didn't get all my work done because I would play to much then I didnt leve enough time left to finish.

To my opinion I don't think I ever want to do that again.

People in the class (including me) was careluss. They would throw things down and leave them there. It was just like littering a road or lake or any waters. To my opinion I think we all should have been punished because we are all guilty.

It wasn't much differnt than now people just ran around and, played records it was sick instead of having recesses they just had recess all day. School is sick and supid and that week was just as stupid as school allways is. They ought to try this on some class all year long and I don't think that year would be so good, after about the first month everyone would just sit around and talk and wish that they could have recesses and stuff like regular school some people said they didn't have nothing to do I had plenty of things to do but nothing new most people just sat around but some people got up and ran around played games, or anything they could think of just trying to keep from getting bored.

I Remember

I remember most of all when Fred and I got in a paint fight and at the start the room was clean but at the end it was messy. But most of all about the record player. It was real fun.

Well at the beigining it was fun and at the end of the week it was rotten and at the beigining the room was clean and at the end of the week it was filthy. I played just about ever game there was to play that was there I put together a lot of puzzels and painted, looked through the microscope, did the "Captain Klutz Show" on the tape recorder and I forget what else.

It was messy, and loud, kids would wait till the assingments were supposed to be in and then Start worring about them, then they would try to copy from someone. From Tuesday on I got all my work done first and then goofed off. There was lots of things to do the thing (for Science) I enjoyed doing most was coyping (animals) off slides through the microscope.

We had a lot of fun that week. The record player, I didn't like. and the best thing we did was that Tom dills, and I worked, on a motor and, we had lots of fun. We cleaned it up with gas.

And we had, fun playing keepaway. and we put up a sack, and we used it for a baskit.

It was fun. exsesely wen we were playing games like kepaway and We played Basketball and other games. We eat at 11:30 ever day. it was fun Becuse we kode talk wen we wanted to and the math wasent to hard. I like it most of the time all week. But I ditan like all of the trash.

What I Remember

The first day that we were in the room Fred, Squirrely, and me played volley ball. The next day Chet, Tanya, Sandy, Fred, and me played keep away, there wasn't enuff room I got hurt but not that bad. Doug ammons brought paddle pool, victor and I put the puzzles together, me and fred played cat and mouse.

I don't think it was fun and I didn't have much fun. It get awfully stuffed up. And I hope we don't have to do it again. I mostly played around with Mr. Taylor's tank and played games like: keep away and basketball and ect. And some of the week I looked up information about cars and Go-Karts. and I build puzzels. The End.

Remembrance

Well I can't remember to much about it. I didn't like it to much when I got my record broke and one scratched or when I got paint in my hair and on my nose, shirt, pants, and shoe but I liked some other parts. The part I realy liked was when I ate lunch. Oh and I liked it when we played ball tag and basketball.

The record player is a differnt story I must addmit at "one" time I was being a little selfesh over the earphones. Everyday we got more and more work and I hated that.

What I Remember

I remember when Mike, Howard and I played volley ball. And I won. I remember when Tanya painted me green and I painted her blue. I remember when Mike Timmy and I played cat and mouse I lost Mike one and Timmy came in second.

It was fun and i liked it. I made a experemt. I paintd I paintd Sandy. I reember the math pages. The things we had to do. It was fun.

I disliked the garbage and the heat and the air. What I remember that is I played catch and tag and basketball. And that some of us got paint all over us in a fight. And what was really good that we could do any thing. So long as we did in the time we were given and we could listen to records.

Well the first Days were pretty good, but then it started getting borring. It was too noisy I had fun the first few days. It was fun playing games and keepaway most people didn't get there assignments in because they were playing. Doug brought a fun game it was called paddle pool.